San Antonio Independent School District

M. L. King Academy - TIP

2023-2024 Targeted Improvement Plan

Campus Number: 015907142

Board Approval Date: January 16, 2024

Superintendent:	Jaime Aquino	**Principal:**	Miriam Aguilar
DCSI/Grant Coordinator:	Sharene Dixon	**ESC Case Manager:**	Jessica Flores
		ESC Region:	20

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Sharene Dixon

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Miriam Aguilar

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Miriam Aguilar

Attestation

2023-2024 District Coordinator of School Improvement Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 23 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

DCSI Name:	Sharene Dixon		**Superintendent Name:**	Jaime Aquino
DCSI Title/Position:			**Date:**	Mon, Nov 13, 2023

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year in Domain 1? What challenges are you anticipating in Achieving your subject area Student Achievement goals?

Our campus has chosen to focus on the approaches level at Reading and Math.

Our major road blocks will be the gap created by our 3rd grade vacancy for the past 3 years.

These students are now 5th graders and the learning gap is evident.

School Progress

What accountability goal has your campus set for this year in Domain 2A? What challenges are you anticipating in achieving your school progress domain goals?

73% met progress at the approaches level in Reading; 63% for Math based on 2021-2022 data.

Closing the Gaps

What accountability goal has your campus set for this year in Domain 3? What 3 - 4 priority targets are you focusing on in Domain 3? Why have you identified these groups/subjects?

Increase growth at the meets level in all areas

Self Assessment

Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Key Practice:

Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).

Success Criteria:

- Comprehensive list of responsibilities, including teachers assigned for supervision
- Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings

Evidence:

Roles and Responsibilities outlined for AP/IC/Counselor; Duties broken down for cabinet; Point of Contact Duties submitted to the district for roles and responsibilities; Campus Cabinet Calendar available on the One-Drive as well as the campus events calendar for community.

Implementation Level:

Substantially in place and functioning

Key Practice:

Performance expectations are clear, written, measurable, and match the job responsibilities.

Success Criteria:

- Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year

Evidence:

Cabinet team sets own professional goals in Performance matters; Campus goals determined by administration based on accountability results.

Implementation Level:

Work is Underway

Key Practice:

Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

Success Criteria:

- Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings

Evidence:

PLC agendas kept by IC; Cabinet agendas kept by principal; Both managerial and instructional focus discussed; Monthly PD sessions to refresh on campus initiatives

Implementation Level:

Work is Underway

Key Practice:

Campus instructional leaders meet weekly to focus on student progress and formative data.

Success Criteria:

- Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring

Evidence:

Weekly cabinet meetings to discuss instructional focus, cba data; Agendas kept by principal with notes on minutes.

Implementation Level:

Work is Underway

Key Practice:

Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Success Criteria:

- Principals' calender reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings)
- Principals' calendar includes modeling the use of these tools and techniques
- Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement

Evidence:

Principal calendar focus is on meetings, classroom observations, ards; Principal conducts PD for staff based on campus initiatives (agendas kept by principal)

Implementation Level:

Work is Underway

Essential Action Reflection:

Some (less than half) of the key practices are substantially in place and functioning

Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.

Key Practice:

Stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.

Success Criteria:

- Creation and refinement of mission, vision, values, and goals include the authentic and collaborative involvement and investment of administrators, teachers, staff, parents, and students
- Campus leaders have a system for gathering student, staff, and family feedback and respond with transparency

Evidence:

Vision and Mission pre-set before principal came in; student/staff/family feedback received through surveys at the end of the year.

Implementation Level:

Work is Underway

Key Practice:

Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.

Success Criteria:

- Campus vision, mission, values, and/or goals articulate:
  - High expectations and shared ownership for student success
  - Ambitious student learning through rigorous and engaging lessons
  - Support for teachers to implement high leverage teaching practices
- Goals are set for student outcomes and implementation progress metrics aligned to highest priority curriculum and instruction strategies

Evidence:

Campus vision and mission pre-set before principal came in; however, campus initiatives and TIP created last year and continue with this year; TIP used for 3 years even though it's not an improvement required campus

Implementation Level:

Work is Underway

Key Practice:

Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.

Success Criteria:

- Practices and policies are captured in writing and consistently implemented with fidelity
- Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed
- Artifacts in the classrooms and hallways reference the mission and/or vision in addition to aligned practices and policies
- Staff can articulate the school's mission, vision, and values and share how classroom and schoolwide routines, procedures, and policies reflect them

Evidence:

Campus decisions based on Policy or Student Code of Conduct; Campus implements PBIS with fidelity and all student/staff can share PBIS expectations.

Implementation Level:

Substantially in place and functioning

Essential Action Reflection:

Some (less than half) of the key practices are substantially in place and functioning

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Key Practice:

The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.

Success Criteria:

- Identifies targeted sources (Colleges of Ed, ESC, ACP, online tools) with ongoing and recurring relationships
- Uses referrals from current high-performing teachers in the recruitment and selection of staff
- Develops and strategically deploys marketing materials that present the school as an attractive place to work
- Implements consistent ways to track success rates of different recruitment efforts, including an agreed upon definition of a high-quality candidate

Evidence:

Administration holds all interviews; participates in all job fairs; showcases vacancies in webpage;

Implementation Level:

Substantially in place and functioning

Key Practice:

Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school's vision, mission, values, and goals.

Success Criteria:

- Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop

- Interviews include demonstration lessons and formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals

Evidence:

District interview protocol used with rubric;

Implementation Level:

Substantially in place and functioning

Key Practice:

Campus leaders implement targeted and personalized strategies to retain high-performing staff.

Success Criteria:

- High-performing teachers are identified based on improving student outcomes and willingness to learn and develop
- Personalized strategies are employed to retain high performing staff including leadership opportunities and recognition

Evidence:

High performing teachers recommended for Leadership academies; staff identified to participate in district focus groups;

Implementation Level:

Substantially in place and functioning

Key Practice:

Teacher placements are strategic based on student need and teacher strengths.

Success Criteria:

- Content expertise, previous achievement results for both staff and students, and diversity amongst grade-level and content teams are all considered during assignment of staff

Evidence:

Master schedule developed with teacher feedback, administrative input and student data

Implementation Level:

Substantially in place and functioning

Key Practice:

Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.

Success Criteria:

- Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills
- Targeted training includes adult facilitation and team dynamics
- Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching

Evidence:

Teacher leaders participate in CLT; Campus PD includes team dynamic activities; TIL Coaching being implemented for staff

Implementation Level:

Work is Underway

Key Practice:

Preferred substitutes are recruited and retained.

Success Criteria:

- Effective substitutes are identified and prioritized in short-term placement/deployment
- Ineffective substitutes are also identified and de-prioritized/prohibited

Evidence:

Our substitutes are recruited and retained and move up in job status by becoming IAs or long-term substitutes.

Implementation Level:

Substantially in place and functioning

Essential Action Reflection:

Most (at least half) of the key practices are substantially in place and functioning

Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines.

Key Practice:

Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.

Success Criteria:

- Campus leadership has communicated clear school-wide expectations for student and adult actions to both staff and students
- Campus calendar indicates dedicated time for training and ongoing professional development focused on classroom culture and management
- Teachers and campus leaders use a framework for classroom management that features high leverage practices to maximize instruction and facilitate a productive learning environment (setting clear behavioral expectations, routines and procedures, physical classroom layout, and student engagement strategies)
- Campus leaders develop teachers to build a sense of belonging in their classrooms through setting high academic expectations, soliciting and responding to student feedback, and providing equitable opportunities for classroom participation

Evidence:

Campus initiatives are the focus throughout the school year (4 of them); expectations are clear from the beginning on what the classroom look fors will be throughout the year. Student assemblies showcase student expectations aligned with PBIS; PBIS and Restorative Justice followed with fidelity which have made our campus a Kindness Certified school;

Implementation Level:

Substantially in place and functioning

Key Practice:

Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.

Success Criteria:

- School wide routines include steps for students that are clear, action-oriented, and easy to remember
- School wide routines include clear steps for adults to take to support students in meeting the expectations of routines
- Staff and students demonstrate safe and effective transitions and describe the routines for safe and effective transitions and gatherings, such as class changes and student meals

Evidence:

Staff follows PBIS protocols; administration uses Restorative Justice; teachers escort students to all their classes during transitions;

Implementation Level:

Substantially in place and functioning

Key Practice:

Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.

Success Criteria:

- Clear campus-wide guidelines exist for immediate next steps when a student does not fully meet expectations
- There is a system of rewards and consequences within the school-wide behavior system that is consistently implemented
- Staff uses consistent responses to student behaviors
- Schools have a system in place that positively reinforces students who model expectations and demonstrate behaviors that reflect campus values

Evidence:

Campus fidelity to PBIS and use of restorative practices; counseling classroom presentations based on student discipline data to address specific issues (assaults, fights, gossiping, etc); PBIS school store to redeem panther bucks; staff uses branching minds and MTSS for monitor students with excessive disipline issues for appropriate interventions.

Implementation Level:

Substantially in place and functioning

Essential Action Reflection:

All key practices are substantially in place and functioning

Essential Action 4.1: Daily use of high-quality instructional materials.

Lever 4 Self Assessment:

Campus has High-Quality Materials in place for both RLA and Math as defined by RBIS Indicators. (Based on Key Practice 1 Success Criteria for RBIS)

Success Criteria:

- Students have daily access to HQIM as part of their RLA student assignments.
- Students have daily access to HQIM as part of their Math student assignments.

Evidence:

Curriculum Unit lessons from district; Limited instructional resources due to lack of funds (2023-2024 on ly $300 for Title 1)

Implementation Level:

Work is Underway

Essential Action Reflection:

Work is underway to develop at least one of the key practices

Essential Action 5.1: Professional Development for Effective Classroom Instruction.

Key Practice:

Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.

Success Criteria:

- Teachers and campus leaders use frameworks for content specific pedagogical practices that reflect research based instructional strategies and are aligned to campus instructional materials (for example, in math pushing students to choose appropriate tools or techniques to solve problems)
- Leaders provide teachers with effective initial training and ongoing support to ensure instruction contains content specific pedagogical practices
- Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices

Evidence:

Professional development provided by Administration based on previously learned practices and ongoing PD refreshers provided throughout the year; Teachers have the opportunity to provide PD to campus;

Implementation Level:

Work is Underway

Key Practice:

Campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.

Success Criteria:

- Teachers and campus leaders use a framework for instruction that contains high leverage practices relevant in any content (independent practice, monitoring student work, strategies that place cognitive lift on students such as wait time, encouraging discourse, and requiring evidence to support claims)
- Teachers and campus leaders use a framework for instruction that contains high leverage practices for affirming students' needs and experiences (e.g., activating prior knowledge, encouraging discourse, and facilitating interrogation of concepts from a variety of perspectives)
- Leaders provide teachers with effective up-front training and ongoing coaching to ensure instruction contains best practice in any subject, including affirming students' needs and experiences
- Campus calendar indicates dedicated time for training and ongoing job embedded professional development on universal best teaching practices

Evidence:

Campus is currently implementing TIL Coaching and Feedback initiative; Campus initiatives are researched based (writing integration; progress monitoring); campus calendar available outlining PD;

Implementation Level:

Work is Underway

Key Practice:

Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups.

Success Criteria:

- Campus calendar indicates dedicated time for training and ongoing professional development focused on differentiation of tier 1 instructional materials for all learners
- Campus-wide training and professional development focuses on the incorporation of proactive instructional approaches that address flexibility in the way information is presented, how students respond and demonstrate understanding, and how students engage in instruction
- Campus-wide training and ongoing support leads teachers to be responsive to IEP goals, goals for students who are Emergent Bilingual and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson's execution

Evidence:

Monthly meetings held for SPED to address concerns; needed PD and resources; Individualized PLC with 1:1 teacher and Instructional coach;

Implementation Level:

Substantially in place and functioning

Essential Action Reflection:

Some (less than half) of the key practices are substantially in place and functioning

Essential Action 5.2: Build teacher capacity through observation and feedback cycles.

Key Practice:

Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.

Success Criteria:

- Campus observation tools feature a list of teaching practices involving both management/engagement and rigor (for example, high quality instructional materials observation tools, T-TESS, Get Better Faster, Teach Like a Champion, etc.)
- Campus leaders have a system to observe and track the level of teacher implementation of teaching practices as well as progress over time

Evidence:

Campus observations done using performance matters (snapshots, comprehensive and TTESS observations); Focus of campus observations based on TIL Coaching and Feedback (Get Better Faster); Administration tracks implementation fidelity of campus initiatives.

Implementation Level:

Substantially in place and functioning

Key Practice:

Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.

Success Criteria:

- Observations take place at a cadence responsive to teacher effectiveness and need, as well as student formative assessment results
- All teachers experience observation and feedback, not just evaluation, at minimum quarterly throughout the school year

Evidence:

District determines minimum number of snapshot and comprehensive walkthroughs to be done per teacher; Immediate feedback provided;

Implementation Level:

Substantially in place and functioning

Key Practice:

Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.

Success Criteria:

- Debrief conversations arrive at a clear goal or action step for teacher development that is high leverage and observable
- Teacher goals or action steps are responsive to the teacher's current proficiency
- Instructional leaders invest teachers in goals or action steps through a clear articulation of its impact on student achievement

Evidence:

TIL Coaching conferences are held within 24 hours; Snaphsot and Comprehensive feedback provided within 3 days of observation to include immediate action steps that will be followed up and observed in that time period.

Implementation Level:

Work is Underway

Key Practice:

Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.

Success Criteria:

- During observation debrief conversations, instructional leaders check-in with teachers on their progress with prior development goals, giving feedback on their implementation
- Instructional leaders clearly communicate the area of focus, goal, or action step to the teacher
- Instructional leaders show a model of the practice they would like teachers to implement, and discuss with the teacher how and when to implement the practice in their classroom
- Teachers practice, set a time to implement the goal or action step, and receive feedback on their area of focus

Evidence:

1:1 TIL coaching uses waterfall framework from Get Better faster; action steps provided and followed up; administration shares yearly look fors at the start of the year;

Implementation Level:

Work is Underway

Essential Action Reflection:

Most (at least half) of the key practices are substantially in place and functioning

Essential Action 5.3: Data-driven instruction.

Key Practice:

Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.

Success Criteria:

- Assessment calendars include windows for data analysis
- Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions
- Coaching and support of teachers is informed by data, including an analysis of student work samples to assess curricular rigor, determine the impact of instruction, and make decisions alongside teachers to improve instruction

Evidence:

PLC meetings used to discuss CBA/MAP or any other assessment data; campus recognition events to acknowledge success; Assessment calendar available campus wide;

Implementation Level:

Work is Underway

Key Practice:

Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.

Success Criteria:

- **Understand the task, any related texts and standards and create or internalize the exemplar**: Unpack the standard into knowledge and skills, create or internalize the teacher exemplar to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery
- **Analyze and sort student work**: categorize student work into high, medium, and low levels of mastery, and analyze to look for trends in student misconceptions
- **Identify the highest leverage gap**: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding that if corrected would yield the greatest increase in mastery
- **Plan the response**: Identify adjustments to make to upcoming instructional opportunities where students will revisit unmastered concepts and/or concepts foundational to the current or upcoming unit of instruction
- **Practice the response**: Stand and deliver portions of your planned instructional response with real-time feedback, repeating as necessary until practice is strong
- **Follow Through**: Write the corrective instruction action plan, including the identified gap and when the planned response will take place, specific students to be addressed, and the follow-up date for reassessment and further data review

Evidence:

Teachers analyze own data to set Tier 2 interventions (small groups, pull outs) and PLC used to make projections based on assessment data "how many can you give me"; teachers create intervention plan and countdown materials; Teachers refer students to MTSS and provide Tier 3 support based on assessment data

Implementation Level:

Substantially in place and functioning

Key Practice:

Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.

Success Criteria:

- The master schedule includes at least one block weekly for teacher teams to meet for the purpose of reflecting on student work
- Teacher team meeting agendas are developed utilizing a common protocol
- Teacher team meetings include discussion of formative student data, effective instructional strategies, and possible adjustments to instructional delivery

Evidence:

Campus schedule allows only for 1 PLC meeting of 45 minutes to be used per week. Sometimes these meetings involve managerial tasks (assessment accommodations, testing plans, MTSS, etc) and take away from instructional focus and analysis

Implementation Level:

Not Yet Started

Key Practice:

Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Success Criteria:

- All classrooms include at least one visible student progress tracking artifact, which is regularly updated
- Campus hallways include at least one visible student progress tracking artifact, which is regularly updated

Evidence:

Some teachers use student data tracking sheets for students to set own goals;

Implementation Level:

Not Yet Started

Essential Action Reflection:

Some (less than half) of the key practices are substantially in place and functioning

Essential Actions

Submission 1 and 2A

Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.
Implementation Level: Beginning Implementation
Key Practices:

Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.
Implementation Level: Beginning Implementation
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Partial Implementation
Key Practices:

Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines.
Implementation Level: Full Implementation
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials.
Implementation Level: Planning for Implementation
Key Practices: Lesson, unit, and interim assessments are consistently administered in alignment with the conceptual understandings, procedural skills, and knowledge learned in the instructional materials.
When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.
When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.
Campus leaders ensure that teachers have access to high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.

Essential Action 5.1: Professional Development for Effective Classroom Instruction.
Implementation Level: Beginning Implementation
Key Practices:

Essential Action 5.2: Build teacher capacity through observation and feedback cycles.
Implementation Level: Partial Implementation
Key Practices: Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.
Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.
Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.
Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.

Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices:

Summer Planning

Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Professional Development for Effective Classroom Instruction.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.2: Build teacher capacity through observation and feedback cycles.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

Submissions

Submission 1 (optional)

1. Essential Action 4.1: Daily use of high-quality instructional materials.

Implementation Level: Planning for Implementation

Key Practices: When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.
When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.
Lesson, unit, and interim assessments are consistently administered in alignment with the conceptual understandings, procedural skills, and knowledge learned in the instructional materials.
Campus leaders ensure that teachers have access to high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.

Rationale: Campus will prioritize writing integration for this school year in order to support new STAAR tested items.

Source Used to Identify Rationale: ESF Diagnostic

Who will you partner with?: District support

How will you build capacity in this Essential Action?: Campus/District PD at BOY; feedback provided during coaching and walkthroughs on how to integrate initiative

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communicated at BOY PD; will integrate with TTESS indicators

Desired Annual Outcome: Increased student achievement in State assessments by improving writing component

District Commitment Theory of Action: If teachers implement writing imitative , then they will improve instructional practices that will result in increased student achievement

Incremental Outcome 1 (optional): By the end of the school year, MLK Reading STAAR scores at the approaches level will increase by 12%.

District Actions: Instructional Specialists will continue to provide support to teachers with planning and integration of writing.

Incremental Outcome 2 (optional):

Did you achieve your Incremental Outcome 1 (optional):

What data supports your claim? (optional):

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teacher implemented feedback on suggested writing strategies	Action Step 1	Admin will follow up on feedback provided in WTs

Did you achieve your Incremental Outcome 2 (optional):

What data supports your claim? (optional):

Step 1 Details	Reviews

Action Step 1: Walkthrough feedback will be focused on writing integration
    Evidence Used to Determine Progress: Walkthrough feedback showing implementation of writing integration
    Leader(s) Accountable: Teachers, Admin Team
    Leader Follow Up Action(s): Coaching check ins with teachers to provide strategy suggestions/ feedback on writing integration
    Non-Funded Resources Needed: Time
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** October 27, 2023
	Progress toward Action Steps: No Progress
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Campus staff and administration will attend conferences to enrich instructional practices on assessment, campus initiatives, leadership and coaching, etc.
    Evidence Used to Determine Progress: Conference attendance
    Leader(s) Accountable: Teachers, Instructional Coach and Administration
    Leader Follow Up Action(s): Staff members will share back items learned at PLC, faculty meetings or campus PDs.
    Non-Funded Resources Needed: Travel (lodging, registration, transportation, food, flight, etc)
    Addresses an Identified Challenge: Yes
 	
    Start Date: January 2, 2024 - **Frequency:** - **Evidence Collection Date:** July 31, 2024
    Funding Sources: Travel - 6400-Other operating costs - 210 - $10,000
	Progress toward Action Steps: No Progress
	Necessary Adjustments/Next Steps:

Submission 1 (optional)

2. Essential Action 5.2: Build teacher capacity through observation and feedback cycles.

Implementation Level: Partial Implementation

Key Practices: Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.
Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.
Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.
Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.

Rationale: Campus will be woring on providing coaching and feedback after observations using Get Better Faster approach.

Source Used to Identify Rationale: ESF Diagnostic

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: IC will work with one teacher per cycle; administration will also select one teacher per cycle.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: This has been presented at BOY PD. Teachers have been nervous, but feedback is only meant to improve their TTESS performance indicators.

Desired Annual Outcome: Teachers become receptive to coaching and feedback to improve instruction.

District Commitment Theory of Action: If teachers implement coaching and feedback provided to them, then they will improve instructional practices that will result in increased student achievement.

Incremental Outcome 1 (optional): By the end of the year, 70% of teachers will comply with campus initiatives through the use of coaching and feedback which will result in increase of STAAR Reading scores by 12% and Math STAAR by 8% at the Approaches level.

District Actions: Instructional Specialist support

Incremental Outcome 2 (optional):

Did you achieve your Incremental Outcome 1 (optional):

What data supports your claim? (optional):

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers reluctant to implement suggested feedback.	Action Step 2	follow through is ensured to make sure teachers implement suggested feedback.

Did you achieve your Incremental Outcome 2 (optional):

What data supports your claim? (optional):

Step 1 Details	Reviews
Action Step 1: Coaching sessions will provide teachers with feedback using the Get Better Faster waterfall report based on the walkthrough conducted. **Evidence Used to Determine Progress:** Coaching feedback implementation after each coaching session **Leader(s) Accountable:** Teachers, Admin Team **Leader Follow Up Action(s):** Walkthroughs to ensure suggested coaching is implemented **Non-Funded Resources Needed:** Time **Addresses an Identified Challenge:** Yes **Start Date:** September 1, 2023 - **Frequency:** One Time - **Evidence Collection Date:** October 16, 2023	**Progress toward Action Steps:** No Progress **Necessary Adjustments/Next Steps:**

Submission 2A (optional)

Did you achieve your student performance data goals?:

What data supports your claim?:

1. Essential Action 4.1: Daily use of high-quality instructional materials.

Implementation Level: Planning for Implementation

Key Practices: When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.
When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.
Lesson, unit, and interim assessments are consistently administered in alignment with the conceptual understandings, procedural skills, and knowledge learned in the instructional materials.
Campus leaders ensure that teachers have access to high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.

Rationale: Campus will prioritize writing integration for this school year in order to support new STAAR tested items.

Source Used to Identify Rationale: ESF Diagnostic

Who will you partner with?: District support

How will you build capacity in this Essential Action?: Campus/District PD at BOY; feedback provided during coaching and walkthroughs on how to integrate initiative

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communicated at BOY PD; will integrate with TTESS indicators

Desired Annual Outcome: Increased student achievement in State assessments by improving writing component

District Commitment Theory of Action: If teachers implement writing imitative , then they will improve instructional practices that will result in increased student achievement

District Actions:

Did you achieve your annual outcome?:

What data supports your claim?:

Submission 2A (optional)

2. Essential Action 5.2: Build teacher capacity through observation and feedback cycles.

Implementation Level: Partial Implementation

Key Practices: Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.
Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.
Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.
Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.

Rationale: Campus will be woring on providing coaching and feedback after observations using Get Better Faster approach.

Source Used to Identify Rationale: ESF Diagnostic

Who will you partner with?: TIL

How will you build capacity in this Essential Action?: IC will work with one teacher per cycle; administration will also select one teacher per cycle.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: This has been presented at BOY PD. Teachers have been nervous, but feedback is only meant to improve their TTESS performance indicators.

Desired Annual Outcome: Teachers become receptive to coaching and feedback to improve instruction.

District Commitment Theory of Action: If teachers implement coaching and feedback provided to them, then they will improve instructional practices that will result in increased student achievement.

District Actions:

Did you achieve your annual outcome?:

What data supports your claim?:

Submission 2B - Summer Planning

Did you achieve your student performance data goals?:

What data supports your claim?:

Campus Grant Funding Summary

6100-Payroll					
Sub	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$15,000.00
				+/- Difference	$15,000.00
6200-Professional and contracted services					
Sub	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$10,000.00
				+/- Difference	$10,000.00
6300-Supplies and materials					
Sub	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$71,658.00
				+/- Difference	$71,658.00
6400-Other operating costs					
Sub	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Travel	210	$10,000.00
				Sub-Total	$10,000.00
				Budgeted Budget Object Code Amount	$10,000.00
				+/- Difference	$0.00
6600-Capital Outlay					
Sub	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00

6600-Capital Outlay					
Sub	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Budget Object Code Amount	$0.00
				+/- Difference	$0.00
Indirect Costs					
Sub	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$106,658.00
				Grand Total Spent	$10,000.00
				+/- Difference	$96,658.00

Student Data

Student Achievement and Closing the Gaps															
											% of Assessments				
Core Metrics	**Sub Metrics**		**Grade**	**Student Group**	**Student Group Analyzed**	**Subject Tested**	**Performance Level**	**Sub 2 Assessment**	**2024 Student Count**	**2022 Results**	**2023 Results**	**Sub 1 Actual Results**		**2024 Accountability Goal**	
												Sub 1 Assessment Type	**Sub 1 Actual Results**	**Sub 2 Goal**	**Actual Results**
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	All	Reading	Approaches	STAAR	138	63	58	Curriculum Based Measurement		70	
			All	All	All	Reading	Meets	STAAR	138	29	30	Curriculum Based Measurement		35	
			All	All	All	Reading	Masters	STAAR	138	11	6	Curriculum Based Measurement		10	
			All	All	All	Mathematics	Approaches	STAAR	138	48	62	Curriculum Based Measurement		70	
			All	All	All	Mathematics	Meets	STAAR	138	19	28	Curriculum Based Measurement		35	
			All	All	All	Mathematics	Masters	STAAR	138	9	8	Curriculum Based Measurement		10	
			All	All	All	Science	Approaches	STAAR	46	60	47	Curriculum Based Measurement		65	
			All	All	All	Science	Meets	STAAR	46	19	20	Curriculum Based Measurement		35	
			All	All	All	Science	Masters	STAAR	46	2	2	Curriculum Based Measurement		15	
			All	All	All	Social Studies	Approaches	STAAR	27	68	64	Curriculum Based Measurement		65	
			All	All	All	Social Studies	Meets	STAAR	27	21	33	Curriculum Based Measurement		30	
			All	All	All	Social Studies	Masters	STAAR	27	11	15	Curriculum Based Measurement		10	
Closing the Gaps	Priority Target 1	Academic Growth Status	All	First Lowest EG	Hispanic	ELA	N/A	ELA	N/A	63	58	Curriculum Based Measurement		70	
	Priority Target 2	Academic Growth Status	All	All	African American	Mathematics	N/A	Mathematics	N/A	48	62	Curriculum Based Measurement		75	
	Priority Target 3	Academic Achievement	All	First Lowest EG	African American	ELA	N/A	ELA	N/A	68	72	Curriculum Based Measurement		75	

Academic Growth

Academic Growth Current Year RLA

Student Prior Year Performance	Student Count	Submission 1 Results						Summative Submission 2 Goals					
		Low DNM	High DNM	Low App	High App	Meets	Masters	Low DNM	High DNM	Low App	High App	Meets	Masters
Low DNM	26							13	8	2	2	1	0
High DNM	21							7	7	0	5	2	0
Low App	25							6	2	7	9	1	0
High App	8							0	0	2	2	4	0
Meets	26							1	0	3	2	18	2
Masters	14							0	0	0	1	8	5
Current Year Student Count	120					Sub 2 Goals Student Count		27	17	14	21	34	7
						Sub 2 Goals Percentages		23	14	12	18	28	6
						Sub 2 Results							

Academic Growth Current Year MATH

Student Prior Year Performance	Student Count	Submission 1 Results						Summative Submission 2 Goals					
		Low DNM	High DNM	Low App	High App	Meets	Masters	Low DNM	High DNM	Low App	High App	Meets	Masters
Low DNM	41							11	13	8	5	4	0
High DNM	17							3	2	1	6	4	1
Low App	26							3	5	8	7	3	0
High App	13							0	0	3	3	7	0
Meets	16							0	0	1	4	7	4
Masters	5							0	0	0	0	0	5
Current Year Student Count	118					Sub 2 Goals Student Count		17	20	21	25	25	10
						Sub 2 Goals Percentages		14	17	18	21	21	8
						Sub 2 Results							